THE UNIVERSITY OF CHICAGO

ROUND TABLE

UNIVERSITY OF NORTH CAROLINA

EDUCATION FOR FREEDOM

A Radio Discussion by ALVIN C. EURICH
RICHARD P. MCKEON *and* RALPH W. TYLER
Introduction by ROBERT MAYNARD HUTCHINS

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Around the Round Table . . . .

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RICHARD P. MCKEON, professor of Greek and philosophy at the University of Chicago, is also dean of the Division of Humanities at the University. Dean McKeon received his A.B., M.A., and Ph.D. degrees from Columbia University, and he also studied for three years at the University of Paris and the Ecole des Hautes Etudes in France. Besides the University of Chicago, he has also taught philosophy and Greek and Latin at Columbia University. He is the author of *The Philosophy of Spinoza* (1928) and *Studies in the History of Ideas*, Vol. III (co-author) (1935). He is also the editor and translator of *Selections from Mediaeval Philosophers*, Vol. I: *Augustine to Albert the Great* (1929); Vol. II: *Roger Bacon to William of Ockham* (1930); and *The Basic Work of Aristotle* (1941). He is a member of the board of editors of *Classical Philology* and the *Journal of the History of Ideas* and a contributor to numerous other journals and publications.

RALPH W. TYLER, chairman of the Department of Education of the University of Chicago, is a graduate of Doane College, received his M.A. degree at the University of Nebraska, and his Ph.D. from the University of Chicago in 1927. Before coming to the University of Chicago in 1938, Professor Tyler taught at the University of Nebraska, the University of North Carolina, and Ohio State University. He is director of evaluation of the Eight-Year Study of the Commission on the Relation of Schools and Colleges of the Progressive Education Association and director of the Cooperative Study in General Education of the American Council on Education. He is the editor of *Service Studies in Higher Education* (1933) and the author of *Research Methods and Teachers' Problems* (with Douglas Waples) (1930), *What People Want To Read About* (with Douglas Waples) (1931), and *Constructing Achievement Tests* (1934).

EDUCATION FOR FREEDOM

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Introduction by ROBERT MAYNARD HUTCHINS
President of the University of Chicago

"Education for freedom" is a phrase which can be used in two ways. It can mean the technical training of those who fight for freedom as soldiers or workers, or it can mean that education which will fit men for freedom during and after the war. Since this is a technologist's war, the importance of technical training is clear enough. But the education which enables free men to keep their freedom and use it well is liberal education and not technical training.

Can we have both liberal education and technical training in wartime? Every able-bodied boy will have to enter the armed forces at the age of eighteen. It is not the responsibility of the armed forces to give a liberal education. Their job is to train men to fight. They concede that certain nontechnical studies, such as history, geography, and English, are necessary for a competent fighting man, but the test of any training program operated by the Army and Navy is whether it fits a man to fight, not whether it fits him to be free. The armed forces are now establishing training programs in the colleges and universities. They must be judged as training, not as education; but some of the principles of these programs will, I hope, have a lasting effect on American education.

Under these programs boys are to be selected for special training in the colleges because of their ability. They are to be paid, so as

to make sure that it is their ability and not the financial standing of their parents that determines their opportunities. They are to go on a fifty-nine-hour week. College for them will not be a four-year loaf. The Army has made it clear that they are to study and not to indulge in those extra-curricular activities and gladiatorial contests which have been popularly identified with college education in this country. For these impressive contributions to the theory and practice of American education we should be grateful to the armed forces. We cannot ask them, in addition, to see to it that every soldier and sailor gets a liberal education. They have other things to think about.

Liberal education, if it is to be preserved, must be preserved by the educational system, and this means, in view of the present draft age, that the educational system will have to find out how to give a liberal education to every American by the time he reaches the age of eighteen. We have hitherto assumed that this could not be done in less than sixteen years. We have assumed that it required eight years of elementary school, four years of high school, and four years of college. Now, instead of sixteen years we have twelve. The job before us, therefore, is to compress the essential elements of sixteen years of education into twelve. Nobody who is familiar with the waste, duplication, and irrelevance which afflict vast stretches of American education will hesitate to say this can be done. It is being done.

It is done, among other places, at the University of Chicago, where a six-year elementary school, a four-year high school, and a four-year college, with the college operated the year round, bring a student to the completion of his formal liberal education by the

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time he is called to the colors. The four-year college of the University of Chicago begins, then, at what has traditionally been a junior year in high school. By studying in the summers, the average student will be able to get a liberal education before he is drafted.

In order to spread this gospel and to diminish the economic hazards for good students, the University is announcing today that it will offer twenty-four national honor scholarships to students now in their sophomore year in high school or in the first semester of their junior year in high school.[1]

This solution reached by the University of Chicago may not be the best. If not, the responsibility rests upon the educators of the country to produce a better one.

Of one thing we may be certain: Unless we preserve education for freedom, this war is not worth winning, for victory will be as bad as defeat. A country of technically trained robots is one in which no rational man would care to live. We cannot preserve our freedom, we cannot use it well, unless we know what freedom is and what to do with it. On these subjects technology, with all its virtues, cannot enlighten us. The only source of this illumination is liberal education.

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MR. MCKEON: President Hutchins has made an eloquent and moving statement of the nature of liberal education and of the dangers which it faces today. The very importance of technical training emphasizes the need of distinguishing it from a liberal education, and I can think of no greater disaster which might come out of this war, perhaps even as great as military defeat, than the loss of a liberal education. That presents a challenge to the schools.

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[1] For further information about the details of qualification for these scholarships address William E. Scott, Room 105, Cobb Hall, University of Chicago, Chicago, Illinois.

MR. TYLER: It is a challenge to the schools to do a better job of developing intelligent citizens, but it is equally a challenge to the armed forces, where many of our young men will find themselves during the next few years, is it not, Commander Eurich?

COM. EURICH: I was particularly glad to hear Dr. Hutchins point out the importance of technical training for this war and to recognize, too, that it's the job of the armed forces to provide this technical training. Many people have misinterpreted that.

MR. MCKEON: Since we are talking about education for freedom in the context of the war, it might be a good idea to begin with some statement of what the armed forces are doing—the extent to which it is technical and the extent to which it borders on a contribution to liberal education.

MR. TYLER: There is, first, the basic training. Everyone in the Army and Navy receives this training, and it includes, I understand, some kind of orientation program that has a general education purpose. Is that right?

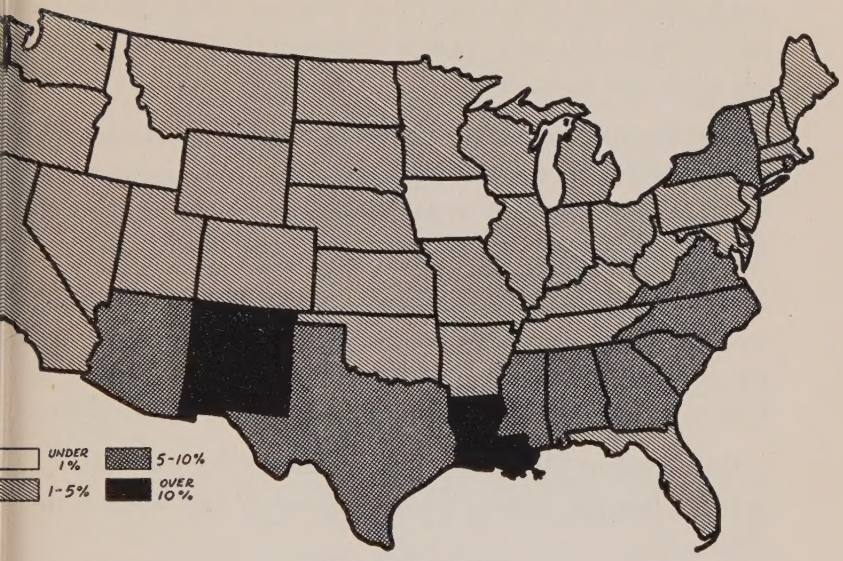
COM. EURICH: That is correct. The Army, a little over a year ago, established a general orientation course which was set up for the purpose of giving the boys in service a thorough understanding of what this war is all about.

MR. MCKEON: You speak of it as a "thorough understanding," but it is necessarily brief, and, therefore, it would merely present basic facts rather than give a training in the liberal arts.

COM. EURICH: Yes, it can't go into that. Again, as Mr. Hutchins points out, that's the job of the schools and colleges.

MR. MCKEON: There's a second kind of training which the Army and Navy give—a training which could be divided into the specialized training and the college program. There is a great deal

PER CENT OF POPULATION AGED 25 AND OVER WITH NO SCHOOLING



SOURCE: CENSUS OF 1940

of interest in that college program at present. Commander, could you tell us something about that?

COM. EURICH: That's very important, because specialized training in this war is essential. As a matter of fact, from two-thirds to three-fourths of the boys in service get some specialized training beyond the basic training. That's to do the special jobs that need to be done in order to win this war.

MR. TYLER: Not all of these people will go to college for this specialized training, will they?

COM. EURICH: No, indeed not. Much of that specialized training is carried on right in the camps and in the training stations of the Navy.

MR. TYLER: Those that have a chance to go to college for their special training I have seen estimated to be about two hundred or two hundred and fifty thousand men. Does that mean that there is one chance in eight for a young man between eighteen and twenty-one to get such an education?

COM. EURICH: Yes, and that's very important because this really represents the first time in the history of this country that boys have had the opportunity to go to college in a program set up by the Army and Navy, even though they did not have the money.

MR. MCKEON: I'd like to translate that into the terms that I usually run into. The parents of young boys will come to me and ask, first, how these men are selected. The virtue of the plan, as I see it, is precisely that they are selected in terms of their ability.

COM. EURICH: That's right. As a matter of fact, on April 2 a screening test will be given in every high school and college of the country.

MR. MCKEON: The second aspect of it will be that you can speak of the chances, as Tyler has put it, that, of the number of young men inducted into the armed forces, one out of eight might expect to go into this collegiate training.

MR. TYLER: I have a boy in the armed forces. Will he have a chance to take this special screening examination, or is it open only to high-school students?

COM. EURICH: No. It's open to any boy between the ages of seventeen and twenty who is a high-school graduate or who is in his last term in high school.

MR. MCKEON: We've talked of the basic training and of the specialized and collegiate training.

I understand, Tyler, that you're at work upon other types of

program—off-duty opportunities that soldiers and sailors might have for education.

MR. TYLER: Both the Army and the Navy are cooperating in the development of a program of education that is available to men in off-time. It is true that the enrolments are not large, but they're growing very rapidly. Every month, during the past several months, the enrolment in correspondence courses and in class instruction has more than doubled.

MR. MCKEON: One part of the program is correspondence courses. You're working on other aspects of the program as well, are you not?

MR. TYLER: Class instruction and discussion groups are also organized.

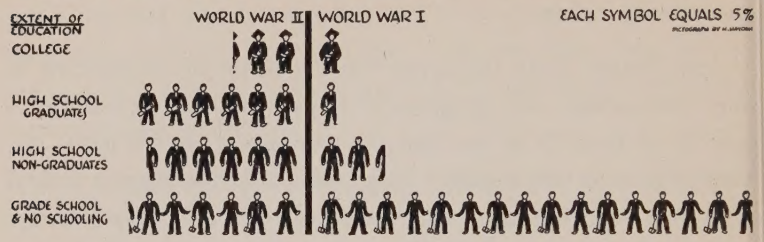
MR. MCKEON: I've read a good deal about the work that the British Army has done. They've had the opportunity of developing this longer through their longer participation in the war. There the enrolment is rather considerable. Do you think that there is any chance that we'll be able to duplicate the kind of interest and attendance at these courses?

MR. TYLER: From the way in which the enrolments are increasing I believe that within a year to a year and a half as many as 25 per cent of our men will be enrolled in some kind of off-duty educational program.

MR. MCKEON: I receive letters sometimes from students of mine. They speak of the good things that are in the Special Service Division, but they seem to think there's a danger that the men in the Army in that Division might become something like lay chaplains, without direct influence on the soldier himself.

COM. EURICH: In connection with that, aren't you now working,

EDUCATION OF ARMY SELECTEES*



* Study by Brigadier General Frederick H. Osborn, chief of special service, and J. C. Capt, director of the Bureau of the Census.

Tyler, on the problem of the extent to which the courses that are offered through the off-duty opportunities may be given credit in high schools and colleges?

MR. TYLER: All the regional accrediting associations have recommended to schools and colleges in their regions that students who take this work while they're in the armed forces be given a chance to demonstrate their achievements through examinations, so that when they return to civil life they will have a chance to go on with their education and make use of what they've had in the Army or Navy.

COM. EURICH: We've been talking here primarily of the over-all program of education for the armed forces. I think that there's another factor that we need to take into consideration in regard to that program, and that is the amount of basic preparation the boys have as they come into the Army or Navy. There's one fact in that connection that really stands out. Studies that have been made recently indicate that about 41 per cent of the men in armed service either are high-school graduates or have had some college training.

MR. TYLER: That's a larger percentage than had graduated from elementary school in the last war.

COM. EURICH: That's quite true. As a matter of fact, the comparable figure for the last war was 9 per cent.

MR. MCKEON: We've been talking in terms, however, of what the armed forces have been doing, and we have run into what Mr. Hutchins has pointed out—that the job of training is an excellent one. But our problem is education for freedom—the problem of education for the citizen. To what extent have we touched upon that? To what extent can we take up the problem as it spreads throughout the nation?

MR. TYLER: What do you mean by "education for freedom," or "education for the citizen"?

MR. MCKEON: The way in which I like to think of it involves the phrase "the liberal arts" or "a liberal education," the word "liberal" there being the word that means freedom. Over the long history of Western civilization the liberal arts have been those that have made men free.

COM. EURICH: The colleges and universities and schools in general have not been particularly clear about what is meant by the liberal arts, have they?

MR. MCKEON: I think that they've been clear in one sense and not clear in another. There's been a long history in which certain subjects—such subjects as literature, philosophy, logic, the science of mathematics, the theoretic sciences—have been conceived as the liberal arts, and the end of the liberal arts has been the setting-up of certain abilities in men. I think that I'd like to define "liberal arts" in terms of those abilities—the ability to think clearly, to understand an argument when it's presented, to criticize, evaluate the argument, to express one's self, and, finally, the knowledge of the ideals which men have striven for through the long history of human endeavor.

Mr. Tyler: But wait a minute; hasn't Commander Eurich made some studies of the effectiveness of the kind of college education we've been providing? What have you found?

Com. Eurich: Yes. We made some of those studies at the University of Minnesota several years ago. We compared, for example, former students who had spent only several months or a year in college with the graduates of the institution. We made that comparison some time after they had been out of college. We found that the major difference between the two groups was an economic one—namely, those who had graduated from college earned more money than those who had not graduated from college. How do you explain that?

Mr. McKeon: I'd be disposed to explain it in terms of an invidious distinction. I understand that studies have been made at other institutions, as many as twenty, in which a difference was discovered in those who had taken the liberal studies.

The liberal education is not something that can be guaranteed, and there is a failure in liberal education. But I think that the subjects that I've spoken of—history, literature, the arts, not necessarily merely the fine arts but the arts of thinking—have the advantage that even under bad teaching there's a chance that the great works of the past will have an effect upon the men of the present and that the great works of the present will be understood in terms of them.

Com. Eurich: But the colleges have very important responsibility in making that clear, haven't they? Too often in the past they have thought largely in terms of just multiplying courses. We made another study in the western states just a little over a year ago to determine what the colleges were doing in order to adjust to the war situation. They added many courses, but there was practically no course that was eliminated from the program.

Mr. McKeon: I should agree with you that there has been a tendency to multiply courses. I think that that is one of the great evils of modern education, but I'd check that up as an error against the liberal arts rather than as an error that the liberal arts had committed. My emphasis would be on the abilities that had been achieved, and I'm willing to think that the ability could be achieved in a variety of subjects with a variety of materials.

Mr. Tyler: When I talk to the man on the street, he seems to think that the liberal arts are a luxury that we can do without during the wartime. Is there any need for it during the war?

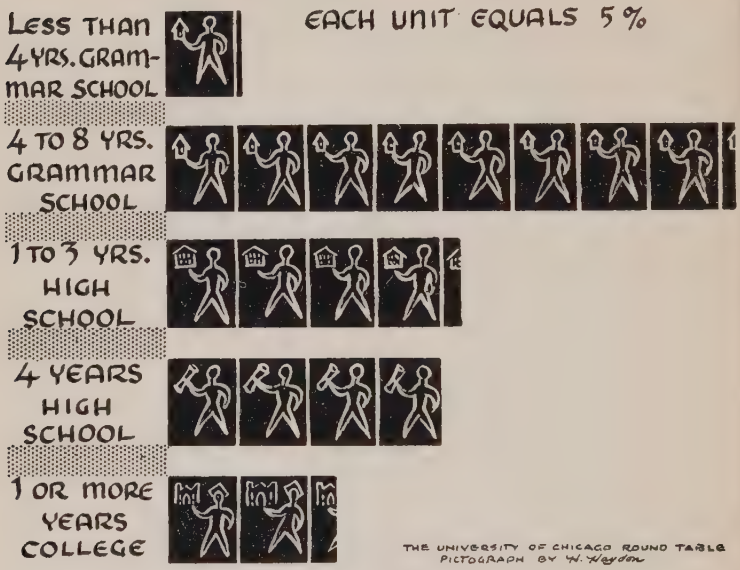
Mr. McKeon: I think that that's an excellent way of putting it. Let's take up the question of what the liberal arts can do during the wartime. I think, to begin with, that they are among our most important weapons and instruments for the military victory. The soldier, particularly in a rapid, mechanized warfare today, will have to use his abilities to think, and in a novel situation judgment becomes important—judgment, expression, the giving and understanding of commands. So that I'd count them among instruments for the military victory.

Com. Eurich: But that's very well for peacetime—that is, when we can take an enormous amount of time to educate our high-school and college youth, or youth of that particular age. But at the present time we have one important job to do, and that's the job of winning the war.

Mr. Tyler: But haven't we found, Commander Eurich, in some of our psychological studies that if a man knew why he was doing something, and the principles behind it, in the end he could learn that much quicker than if he did not know why and the principles?

Com. Eurich: The armed forces recognize that, but I think that the schools in the country have tended to misinterpret what the

EDUCATION OF MALE POPULATION IN THE UNITED STATES


EACH UNIT EQUALS 5%
LESS THAN 4 YRS. GRAMMAR SCHOOL
4 TO 8 YRS. GRAMMAR SCHOOL
1 TO 3 YRS. HIGH SCHOOL
4 YEARS HIGH SCHOOL
1 OR MORE YEARS COLLEGE
THE UNIVERSITY OF CHICAGO ROUND TABLE
PICTOGRAPH BY W. Gordon
SOURCE: 1940 CENSUS

armed forces want. The armed forces want a good, solid basic program of work in high school.

Mr. McKeon: I think your question can be answered, then, in terms of the materials that could go into such an education, even within a short time. We emphasize, or the Navy has emphasized to the educators, the importance of history, the ability to write, some knowledge of how to express one's self. If a course were set up in which the documents that are part of our intellectual institutions were made the basis, we could achieve that kind of understanding and clarity.

Mr. Tyler: But in one of the largest cities in the country the boys in the junior and senior year have been asked to spend half of

their time in taking preinduction courses, specialized preparation for the military. The little time that is available is not being devoted to the kind of education you talk about. Furthermore, in addition to that, we have requests to offer preflight training, air-conditioning to American youth; a victory corps has been set up that takes the students' time. Aren't the schools actually eliminating most of the opportunities that they have for a general education?

MR. MCKEON: Particularly since each one of these specialized courses—the air-conditioning and the mechanical drawing, the mechanics of the machine shop, and so forth—which have been introduced have been at the expense, explicitly, of courses in social studies.

There's a second aspect that we haven't mentioned, however. We can't win the war with a military victory alone. We must also have an informed body of public opinion which will consider the problems of the peace; what will happen within the country; what will happen to the institutions of the country; and, also, what place we shall take among the nations of the war.

COM. EURICH: But you would say that that's definitely the responsibility of the schools and colleges and not the responsibility of the Army and the Navy to provide that type of training, would you not?

MR. MCKEON: I should agree with Mr. Hutchins that this is something for the schools to do.

But let's turn to the general question. In terms of the responsibility of the schools there is a grave danger that we won't settle the question of liberal education; we'll let it go by default. Everyone professes to admire the liberal arts. Everyone wants to preserve them, but the tendency is, even in large colleges and universities, to say that for the time of war we'll drop them. We'll set up a committee which will consider what the humanities will do after the war.

There, I think, is the sinister, the real danger to liberal education these days.

Com. Eurich: I think that anyone who says that the liberal arts are going to go by default really doesn't have a long-time view of the problem. He also doesn't have much faith in what the schools and colleges have been doing, for, after all, we have been training men in the liberal arts. We've been training them to a much larger extent than we have in any time in our history. But the time is short now. We've got one major job to do. We've got to condense our training in order to provide for the type of technical training that is necessary so that we can win this war at the earliest possible date and then return to our liberal arts training.

Mr. Tyler: But, Commander, would you say that the schools ought to be doing that with boys before they're eighteen years of age?

Com. Eurich: No. I think that the schools ought to leave the job of the technical training largely to the armed forces. The armed forces will see to it that the men who are going to do the fighting will have the technical training. The schools should provide the foundation.

Mr. McKeon: There's also the problem, it seems to me, that the armed forces will face increasingly as the number of college men becomes smaller—the problem not only of getting men that they can train to run machines but of getting men who can lead men, make decisions, assume responsibility, turn to the new problems that are presented in an active campaign.

But, you see, this is a problem in which the buck is constantly passed. Some people say that the reason why the moratorium will be declared on a liberal education is because the armed forces want it. I understand that you don't think that that is the case.

COM. EURICH: Not at all, McKeon. The armed forces do not want that. The armed forces are concerned with having the schools provide the basic, liberal, or general education.

MR. TYLER: Some people think that it's because the public wants to eliminate general education.

MR. MCKEON: The same answer can be given to that. The public is following the expressions of opinion that the leaders in education are making. If they think that the schools should change to mechanical training and vocational training, it is only because the educators have said so, and, therefore, the responsibility would come back to the schools.

MR. TYLER: I think that the schools and colleges want to be patriotic. They want to do whatever is necessary to win the war, and it's their misconception of what will win the war that causes this difficulty.

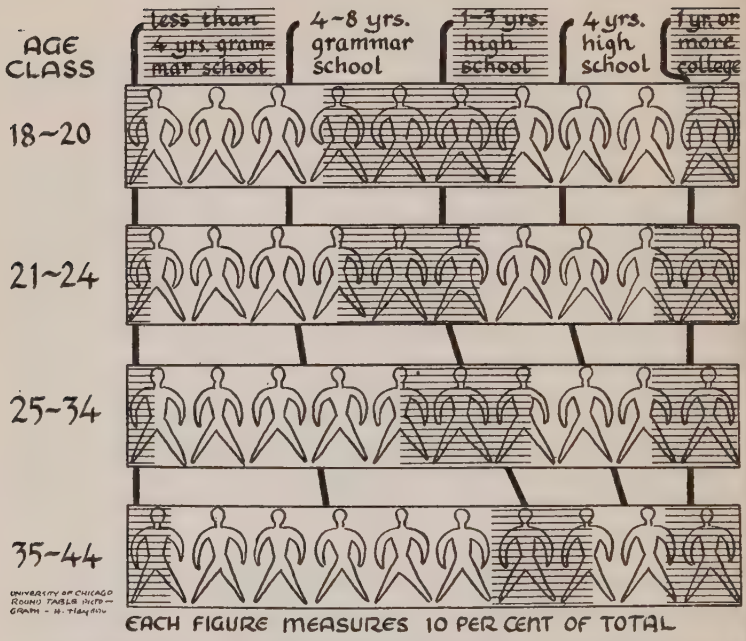
MR. MCKEON: I don't think that we can leave this discussion of "Education for Freedom" without offering something in the way of a solution in practical details. How can we work the liberal arts into our present problem in education, Tyler?

MR. TYLER: By providing opportunities both in high school and in college for this kind of program; by providing full-time education throughout the twelve months in the year; and then by making that available to many young persons who haven't had a chance to go to college.

Some studies made in Ohio several years ago showed that the difference between those who went to college and those who didn't were not differences of ability but differences of economic nature.

MR. MCKEON: The problem, then, would be one of spreading the opportunity where the ability lies. I was interested in Mr. Hutchins'

WHO WENT TO SCHOOL?*



* These figures are for the male population in the United States. 1940 Census.

announcement of the national honor scholarships, since there is an opportunity for twenty-four gifted young people to enter college.

Com. Eurich: It seems to me that that type of program supplements very well what the armed forces are doing in making it possible for a relatively large number of men to get special training in college. The scholarships from the University of Chicago and other institutions will provide an opportunity for men who are not in the armed forces to carry on an extensive program of training in liberal education.

Mr. McKeon: It's important, also, to emphasize the negative part of this project. To my mind the direction that the high schools

are going—the direction that seems to be the one that is prevalent—is a dangerous one. Would you agree with that, Tyler?

MR. TYLER: Yes. I should agree with Wendell Willkie, who said recently: "We have been prone to think of freedom in purely economic terms. It is true that a man cannot be free unless he has a job and a decent income. But this job and this income are not the sources of his freedom. They only implement it. Freedom is of the mind." The schools and colleges have the responsibility of providing that kind of training to make freedom of the mind.[2]

MR. MCKEON: That freedom is the important emphasis. It's well illustrated in the discussion of the Four Freedoms we've had recently in the press. We act almost as if we must define "freedom" for the first time, and we therefore act in ignorance of what the men who wrote the Constitution had in mind when they set up our institutions—what Madison, what Jefferson, what Adams learned from their studies of ancient history and from their studies of the theories of antiquity and the experience of the Renaissance.

COM. EURICH: But you want that type of education provided not only for those who are below the age of eighteen but also for our citizens in general, don't you?

MR. MCKEON: Yes. I think that there's a second place there for it—a place where the liberal arts might come to bear upon the present situation. We should encourage the continued education of women. We should encourage the extension of the work that universities and colleges are doing in adult education, a place where the colleges have been notably deficient.

COM. EURICH: The colleges haven't realized their opportunity in that regard, have they?

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[2] Wendell Willkie, "Education Determines Civilization," *Vital Speeches*, February 15, 1943.

MR. MCKEON: No. I don't think that they have found any way of making available that precise kind of teaching which we would associate with education for freedom.

MR. TYLER: There is still another opportunity, McKeon, during the war period. The Army and the Navy have asked the American Council on Education and the Association of American Colleges to set up a joint committee to outline a possible program of general education that could be made available to men in the armed forces, both now and as they may be demobilized later. It seems to me that we have there an opportunity to provide additional education for men who have had their education interrupted by the war.

MR. MCKEON: Would this be an opportunity open to all soldiers, all sailors, at all times, in the armed forces?

MR. TYLER: Yes.

COM. EURICH: Will you say something about the breadth of that training that's provided, Tyler?

MR. TYLER: That training will be as broad as the training that colleges and universities have provided for their leaders in the past. It's not limited to technical training.

MR. MCKEON: And will be part of the instrument of demobilization after the war?

MR. TYLER: Yes.

MR. MCKEON: That would, in large part, provide for the problems we face in the solution of international problems after the war and in the solution of local problems.

COM. EURICH: It's exceedingly important because we have to get our citizens ready, during this period, for the problems that we're going to face immediately after the war. It seems to me that

the colleges and universities have a great opportunity there to exercise any ingenuity that they might have for extending their programs.

MR. MCKEON: In speaking of education for freedom, then, it is very well to bear in mind that the armed forces have a problem of training. They have been doing that job of training extremely well. But the problems of education which bear upon the ends of the war, the peace which will follow the war, are those problems to which the universities and colleges must address themselves. They are of great importance, and the importance of the liberal arts would be found in them.

We have agreed on this general importance of the liberal education, both in peace and in war. There have been some points of difference concerning the nature of a liberal education, but the confidence in the education has been shared, I gather, by all of us.

At a time like this there is great danger that we shall fall into the error of thinking that education of citizens in the liberal arts is a luxury which is unessential to the problems of the winning of a war. Yet, to win the war by suspension of those qualities which make men and institutions free would be to gain a victory which would lose precisely what we are fighting for.

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Going to College in Wartime

THE UNIVERSITY OF CHICAGO has developed a four-year collegiate program, designed to provide a liberal education, *which permits students to enter after two years of high school.*

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More on This Topic

"Bryn Mawr Raises Its Torch," *Fortune*, April, 1943. *Reports how Bryn Mawr balances specialized education and education in the liberal arts.*

DODDS, HAROLD W., "The Army and Navy Programs for the Colleges," *Atlantic Monthly*, February, 1943.

"Education for War," *Fortune*, December, 1942. *A report on United States colleges and universities in 1942.*

HUTCHINS, ROBERT MAYNARD, *Education for Freedom.* Baton Rouge, La.: University of Louisiana Press, 1943. *Analyzes the problem of what kind of education will fit youth to live a good life in a free community.*

———, "The University in War and Peace," *University of Chicago Magazine*, February, 1943. *Surveys the role of higher education in wartime.*

MACLEISH, ARCHIBALD, "The Dilemma," *Atlantic Monthly*, February, 1943. *How much education can be imparted to our eighteen-year-olds in uniform?*

NEILSON, WILLIAM ALLAN, "The Future of the Humanities," *Harper's*, March, 1943. *Says there should be greater emphasis upon modern languages.*

PRENTIS, H. W., "Preserving the Roots of Liberty," *Vital Speeches*, February 15, 1942. *Questions whether the average college graduate understands the American tradition of liberty and democracy.*

SCHWAB, JOSEPH J., "The Fight for Education," *Atlantic Monthly*, June, 1942. *Describes the Chicago Plan of education.*

STEWART, MAXWELL S., *Schools for Tomorrow's Children.* "Public Affairs Pamphlets," No. 30. New York: Public Affairs Committee, 1940.

WILLKIE, WENDELL, "Education Determines Civilization," *Vital Speeches*, February 15, 1943. *States that education in the liberal arts should be a part of war planning.*

What Do *You* Think?

1. Why is liberal education the education which enables free men to keep their freedom and use it well? What do you understand by the term "liberal education"? Do you think the average college graduate before the war secured a liberal education?

2. How may freedom be secured? Would you agree that "the education of the citizens of a state in the ideals and methods and duties of ruling and being ruled in turn like freemen for the good life of the whole" is of central importance in securing freedom? Discuss this problem in its national and international implications.

3. Do you agree that the great mass of the American people are capable of acquiring a liberal education if they had the opportunity to do so? Do you favor a national program after the war giving a college education to all those who have the ability to profit from it?

4. What are the contributions that the Army is making to the practice and theory of American education? What kinds of technical training do the Army and the Navy offer?

5. What kind of education should the armed forces give? To what extent should it be technical and to what extent should it have elements of liberal education?

6. What kind of plans should be made now for education after the war? Should a comprehensive educational program be set up to use the colleges and universities in the period of demobilization?

7. Do you agree with Wendell Willkie that "education determines civilization"? Discuss.

The People Say....

The following letters are representative of the views expressed by the ROUND TABLE *audience on "Is This a Conservative War?" broadcast March 14, 1943.*

*

Kind of Peace Will Decide Kind of War

It amazed me today, in listening to the discussion, to hear so many words, with so little having been said. This is definitely not my impression of past discussions. Most of them have been intensely interesting and highly provocative.

I disagree that this is a conservative war, as I would also disagree that it were the antithesis to that—a crusade—as the opposite was termed.

In my opinion we do not yet know what kind of a war this is, and we are not likely to know until it is over. . . . . The answer to whether this is a conservative war or not is being formed now. It will be found in the final outcome of the great struggle now taking shape—not so much on the far-flung battlefields, as in the minds of the American people. . . . . Once again we shall be called upon to choose between blind isolationism and world cooperation. Upon the final outcome of this issue will be found the answer not only as to what kind of a war this is but also whether it was worth the cost in "blood, sweat, and tears." . . . . We cannot hope to maintain peace against the world. Our only chance is to keep it together with others of like mind and purpose. Either it is a joint venture or none at all. The kind of peace we make will decide the kind of war we've fought and won.—*A listener from Elmhurst, New York*

*

Four Freedoms

The reason that the Old Deal Republicans don't want any Post-War Planning is because they want things as they were B.R. (before Roosevelt) so they can resume their exploitation tactics and roll up wealth regardless of who is trampled or who suffers. . . . . The Republicans claim that it isn't right to force the Four Freedoms on other nations, when they know darn well that the idea is to protect the other nations in the adoption of the Four Freedoms. All they give a whoop about is that they want the bars all the way down all over the world and they turned loose, even to their own destruction.—*A listener from Madera, California*

*

Shocked!

. . . . I was profoundly shocked by Senator Taft's boasting that this is a conservative war, a war to "accomplish nothing"—a return to the days of individualism run amuck, to the peace and order of 1928 which the Sen-

ator dreams of resurrecting. . . . . I'm not sure to what extent Senator Taft's ideas are shared by his fellow-congressmen, but if he is representative of their thinking, the war means nothing to me but a hollow mockery, masquerading behind pretentious phrases. . . . . My faith has been shaken by this bold statement of reaction, which is seemingly held by many. I seriously doubt whether I would wish to participate in a war in which the only hope given is that the living will survive to see their children march off to a third World War. . . . .—*A listener from Chicago, Illinois*

*

Must Change Now

. . . . I don't believe anyone will contend that we are not fighting a "conservative" war. I can't see how anyone can believe that this is as it should be. However, there are many (the great majority) who feel that this should be nothing but a defensive war; one that is designed to eliminate certain evils existing in the opposition ranks while protecting the evils that exist in our own. In my opinion, this kind of a war isn't worth the loss of a single pint of blood, much less a sea of it. . . . . I mean that the evils, the obvious and proven weaknesses of that experimental past, should certainly be eliminated WHILE THE WAR IS ON! . . . . —*A listener from St. Louis, Missouri*

Younger Generation

Mr. Taft—who speaks so contemptuously of the "idealist" Willkie —should refresh his memory with a little realistic American history, particularly those memorable chapters devoted to the events in the lives of a few other impractical idealists who penned that immortal document beginning: "When in the course of human events. . . . ."

Let him read further of a much maligned impractical dreamer who believed that "this nation under God shall have a new birth of freedom."

Status quo! Private enterprise! We of the younger generation will not be recognized until we paint our backsides green and hang them out the nearest window.—*A listener from La Crosse, Wisconsin*

*

Run Our Own Show

. . . . As Taft said, we have no right to impose anything on a free people, if their form of government does not conform to ours as we could hope. Under what idea may we impose our form of government on them?

I believe, as our good friend Taft, I think, feels, let us run our show as we see fit, always provided it does not injure us or we injure them, in running it. . . . .—*A listener from St. Louis, Missouri*

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186. *Anti-Semitism*
192. *The Philippines*
193. *Little Business: What Now?*
195. *Canada: Neighbor at War*
198. *What Does Rationing Mean?*

1942

199. *Morale: Ours and Theirs*
201. *Censorship*
203. *Are We Overconfident?*
204. *Labor Policies in Wartime*
207. *Propaganda: Good and Bad*
208. *Civilian Defense*
210. *Women, Work, and the War*
211. *The American Temper*
214. *War Profits*
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223. *China*
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234. *Wage Policy in Wartime*
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238. *Your Taxes*
239. *The Rediscovery of America*
240. *The Press*
241. *Manpower*
242. *The New Congress*
243. *France*
244. *Crisis Administration*
245. *The Challenge to Local Government*
246. *After One Year of War—What Have We Learned?*
247. *Italy*
248. *Social Security: Challenge to Democracy*
249. *Woodrow Wilson: Prophet or Visionary*

1943

250. *Things To Come: How Science May Shape the Next Twenty-five Years*
251. *1943—Challenge to the Republican Party*
252. *Are We Well Informed?*
253. *Behind the Labor Crisis*
254. *American Foreign Policy: Principle versus Expediency*
255. *The Farmer and Victory*
256. *Germany: Its Education and Re-education*
257. *Russia as an Ally in War and Peace*
258. *The Airplane and the Future*
259. *Bigger and Better Taxes?*
260. *Is This a Conservative War?*

March 14

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City	Call Letters	Kilocycles	City	Call Letters	Kilocycles
2:00 P.M. EASTERN WAR TIME					
Allentown, Pa.	WSAN	1470	Martinsville, Va.	WMVA	1450
Altoona, Pa.	WFBG	1340	Miami, Fla.	WIOD	610
Asheville, N.C.	WISE	1400	New York, N.Y.	WEAF	660
Atlanta, Ga.	WSB	750	Norfolk, Va.	WTAR	790
Bluefield, W.Va.	WHIS	1440	Philadelphia, Pa.	KYW	1060
Boston, Mass.	WBZ	1030	Pittsburgh, Pa.	KDKA	1020
Charleston, S.C.	WTMA	1250	Portland, Me.	WCSH	970
Charleston, W.Va.	WGKV	1490	Providence, R.I.	WJAR	920
Charlotte, N.C.	WSOC	1240	Raleigh, N.C.	WPTF	680
Cincinnati, Ohio	WLW	700	Reading, Pa.	WEEU	850
Clarksburg, W.Va.	WBLK	1400	Richmond, Va.	WMBG	1380
Cleveland, Ohio	WTAM	1100	Rochester, N.Y.	WHAM	1180
Columbia, S.C.	WIS	560	Savannah, Ga.	WSAV	1340
Detroit, Mich.	WWJ	950	Springfield, Mass.	WBZA	1030
Florence, S.C.	WOLS	1230	Springfield, Ohio	WIZE	1340
Grand Rapids, Mich.	WOOD	1300	Syracuse, N.Y.	WSYR	570
Greenville, S.C.	WFBC	1330	Tampa, Fla.	WFLA	970
Greenwood, S.C.	WCRS	1450	Toledo, Ohio	WSPD	740
Jacksonville, Fla.	WJAX	930	Washington, D.C.	WRC	980
Johnstown, Pa.	WJAC	1400	Williamsport, Pa.	WRAK	1400
Harrisburg, Pa.	WKBO	1230	Wilmington, Del.	WDEL	1150
Lakeland, Fla	WLAK	1340	Winston-Salem, N.C.	WSJS	600
Lima, Ohio	WLOK	1240	York, Pa.	WORK	1350
1:00 P.M. CENTRAL WAR TIME					
Birmingham, Ala.	WBRC	960	Louisville, Ky.	WAVE	970
Bismarck, N.D.	KFYR	550	Madison, Wis.	WIBA	1310
Chicago, Ill.	WMAQ	670	Mankato, Minn.	KYSM	1230
Dallas, Texas	WFAA	820	Memphis, Tenn.	WMC	790
Des Moines, Iowa	WHO	1040	Mobile, Ala.	WALA	1410
Duluth, Minn., and Superior, Wis.	WEBC	1320	Montgomery, Ala.	WSFA	1440
Eau Claire, Wis.	WEAU	1070	Nashville, Tenn.	WSM	650
El Paso, Texas	KSTM	1380	New Orleans, La.	WSMB	1350
Evansville, Ind.	WGBF	1280	Oklahoma City, Okla.	WKY	930
Fargo, N.D.	WDAY	970	Omaha, Neb.	WOW	590
Fort Wayne, Ind.	WOWO	1190	Rochester, Minn.	KROC	1340
Hattiesburg, Miss.	WFOR	1400	St. Cloud, Minn.	KFAM	1450
Hibbing, Minn.	WMFG	1240	Shreveport, La.	KTBS	1480
Houston, Texas	KPRC	950	Sioux Falls, S.D.	KSOO	1140
Indianapolis, Ind.	WIRE	1430	Springfield, Mo.	KGBX	1260
Kansas City, Mo.	WDAF	610	Terre Haute, Ind.	WBOW	1230
Kingsport, Tenn.	WKPT	1400	Tulsa, Okla.	KVOO	1170
La Crosse, Wis.	WKBH	1410	Virginia, Minn.	WHLB	1400
Little Rock, Ark.	KARK	920	Wichita, Kan.	KANS	1240
12:00 M. MOUNTAIN WAR TIME					
Albuquerque, N.M.	KOB	1030	Phoenix, Ariz.	KTAR	620
Billings, Mont.	KGHL	790	Pocatello, Ida.	KSEI	930
Boise, Ida.	KIDO	1380	Safford, Ariz.	KGLU	1450
Bozeman, Mont.	KRBM	1450	Salt Lake City, Utah	KDYL	1320
Butte, Mont.	KGIR	1370	Tucson, Ariz.	KVOA	1290
Denver, Colo.	KOA	850	Twin Falls, Ida.	KTFI	1270
Helena, Mont.	KPFA	1240	Yuma, Ariz.	KYUM	1240
11:00 A.M. PACIFIC WAR TIME					
Bakersfield, Cal.	KERN	1410	Sacramento, Cal.	KFBK	1530
Fresno, Cal.	KMJ	580	San Diego, Cal.	KFSD	600
Los Angeles, Cal.	KFI	640	San Francisco, Cal.	KPO	680
Medford, Ore.	KMED	1440	Seattle, Wash.	KOMO	950
Portland, Ore.	KGW	620	Spokane, Wash.	KHQ	590
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Buffalo, N.Y.	WBEN	930	Minneapolis and St. Paul, Minn.	KSTP	1500
Columbus, Ohio	WCOL	1230	St. Louis, Mo.	KSD	550
Milwaukee, Wis.	WTMJ	620	Schenectady, N.Y.	WGY	810
Minneapolis, Minn.	WLB	770			
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Anchorage, Alaska	KFQD	790	Juneau, Alaska	KINY	1450
Fairbanks, Alaska	KFAR	610	Ketchikan, Alaska	KTAN	930

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A University of Chicago Round Table Broadcast

MARCH 28, 1943

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AVERY O. CRAVEN, Department of History, University of Chicago

ROBERT REDFIELD, Department of Anthropology; Dean, Division of Social Sciences, University of Chicago

•

SUGGESTED READINGS

"Color: Unfinished Business of Democracy," *Survey Graphic*, November, 1942.

COOMARASWAMY, ANANDA K., "Am I My Brother's Keeper?" *Asia and the Americas*, March, 1943.

"Minority Peoples in a Nation at War," *Annals of American Academy of Political and Social Sciences*, September, 1942.

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